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ABSTRACT

Reported were the major findings of a survey taken in 11 Illinois counties to catalog special education services and to identify 3- to 21-year-old children who have one or more of the following low incidence handicapping conditions: visual handicaps, aural handicaps, physical handicaps, and multiple handicaps. Approximately 800 children were identified of whom 52% were reported to be hearing impaired, 19% multiply handicapped, 13% visually handicapped, and 12% physically handicapped. Twenty-five percent of the children identified were 6- and 7-years-old, 54% 5- to 10-years-old, and 16% 3- to 6-years-old. Over half of the children were reported not to be receiving any special educational services, and more than half of those children were 5- to 9-years-old. Only 13 of the 31 special education programs that Ss attended were located in the 11 counties surveyed. Included in the appendixes are the questionnaires and cover letters used in the survey. (DB)

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# Educational Needs Assessment Of Low Incidence Handicapped Children In Eleven Illinois Counties

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# EDUCATIONAL NEEDS ASSESSMENT OF LOW INCIDENCE HANDICAPPED CHILDREN IN ELEVEN ILLINOIS COUNTIES

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SUMMARY

The four Special Education Joint Agreement Districts: Blackhawk, Knox-Warren, Henry-Stark and West Central Illinois, requested that the Office of Educational Services and Research, Western Illinois University, conduct a survey to identify children from three to twenty-one years old in eleven Illinois counties: Henry, Hancock, Henderson, Mercer, Knox, Warren, Rock Island, McDonough, Schuyler, Stark, and Fulton, who had been previously identified by schools and agencies as having one of the following handicapping conditions: 1) deaf, 2) hard of hearing, 3) unspecified hearing loss, 4) blind, 5) partially seeing, 6) unspecified visual impairment, 7) physically handicapped, 8) multiply handicapped. Questionnaires asking for demographic information on handicapped children were distributed by personal visits, mail and public school regional superintendents to approximately 500 sources who might have knowledge of such children. Over 230 of these sources provided information on low incidence handicapped children. In addition, questionnaires requesting information on special education services were sent to approximately 50 schools and agencies who may provide special education services for low incidence handicapped children. Twenty-one of these resources responded.

It is important to note that the findings are based on data which was provided by many and various sources. Thus, accuracy of the data depended upon accuracy of the sources. It is particularly important to note that the definitions of each handicap were not medically or educationally precise and that the sources of information were asked to categorize children who, in their opinion, needed or will need special education services.

## MAJOR FINDINGS

1. A total of 755 children from one year to twenty years old were identified by name. Approximately 50 other names were received after the data collection period, making a total of over 800 names of children who were categorized by some public or private school or agency as low incidence handicapped children. These names with accompanying demographic information were given to the special education cooperatives.

2. Over half (52%, N = 392) of the 755 children were identified as having some type of hearing impairment.

3. Multiple handicaps were listed for 19% (143) of the children, visual impairments for 13% (97) and 13% (96) of the children were categorized as physically handicapped.

4. Over half (60%, N = 450) of the children for whom county of residence was obtained were from three counties: 187 from Rock Island County, 156 from Knox County and 107 from Henry County.

5. Sixty percent of the children were under the jurisdiction of two special education districts: 226 (30%) from Knox-Warren and 221 (30%) from Blackhawk.

6. One-fourth (N = 166) of the children from whom the year of birth was listed were six and seven year olds, over one-half (54%) were five through ten and 105 (16%) of the children were between three and six years old.

7. Over one-half (52%, N = 354) of the children for whom school information was listed were enrolled in public elementary schools, and 14% in public secondary schools for a total of 66% public school enrollment.

8. Over three-fourths (77%) of the children for whom school information was listed were not enrolled in a public school special education program.

9. Over one-half--or 455 children--of the 755 identified were not receiving special education services, while 300 children were receiving special education services.

10. Over one-half (56%, N = 256) of the children not receiving special education services were categorized as having some type of hearing impairment, 62 children as visually impaired, 61 multiply handicapped and 60 as physically handicapped.

11. The greatest number of children not receiving special education resided in Knox, Rock Island and Henry Counties.

12. Knox-Warren Special Education District had the largest number (130) of children not receiving special education, West-Central, 118; Blackhawk, 108; and Henry-Stark, 88 children.

13. Over one-fourth (28%, N = 109) of the children not receiving special education were six and seven year olds, over one-half (54%, N = 209) were from five through nine years old.

14. The 455 children not receiving special education services included 312 children in the public schools, 37 who were receiving no instruction at all, 30 children enrolled in private or other kinds of schools, and 76 for whom there was no information on schooling.

15. The 300 children from the eleven counties who were receiving special education services were enrolled in a total of 31 special education schools, programs or other facilities. Thirteen of these programs were within the eleven counties, twelve were located in other Illinois counties, and six were out-of-state facilities.

ACKNOWLEDGEMENTS

We particularly wish to thank the over 230 individuals who supplied the basic data for this project. Without their time and effort completion of the project would not have been possible.

Our special gratitude is extended to the following project personnel who contributed extensively to the project:

1. Mr. Tom Dolliger, who not only traveled to various schools and agencies but also professionally assisted with all phases of the project.

2. Mrs. Deborah Maguire, who capably assisted with the data collection and processing.

3. Mrs. Diane Taylor, whose efficiency, accuracy and steady hand continuously at the heart of the project kept all of us on target.

Additional thanks go to Mr. Jeffry Osborne who programmed the data for computer analyses, Miss Carol Bliznik who participated in the data processing and other project work and Mrs. Cheri Consalvo, Miss Coni Hobby, and Mrs. Marilyn Sears who contributed in many ways.

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## PART I

## PURPOSE AND OBJECTIVES

The four special education joint agreement districts: Black Hawk Area Special Education District, Henry-Stark County Special Education District, Knox-Warren Special Education Department and West Central Illinois Special Education Cooperative, requested that the Office of Educational Services and Research, Western Illinois University conduct a survey of children who had been previously identified by Illinois schools and agencies as having low incidence handicaps and who reside in the four district's eleven county service region. The eleven Illinois counties include: Henry, Stark, Warren, Knox, McDonough, Schuyler, Hancock, Henderson, Fulton, Rock Island and Mercer. The survey was conducted in March and April, 1972.

The two basic purposes of the survey were to: 1) identify children, age three to twenty-one, who resided in the eleven county area and who had low incidence handicaps and 2) provide a catalog of educational services presently available and recommendations which will assist in the further development of needed facilities.

The survey assumes that central to the planning of a delivery system of services for low incidence handicapped children is their initial identification utilizing a set of commonly accepted categorical criteria. The criteria utilized, those of the Office of the Superintendent of Public Instruction, are listed under Definitions. It must be recognized that such identifying criteria are variously applied, often without benefit of a thorough-going yet necessary differential diagnosis by a skilled professional.

Following initial identification, yet of critical importance in planning for low incidence handicapped children residing in sparsely populated areas particularly, is concrete data concerning ages and place of residence. Even within the more urban counties of the survey there are obvious problems of grouping for instructional purposes and transportation.

## OBJECTIVES

Thus, the objectives of the survey were threefold:

I. To compile specified demographic information for previously identified low incidence handicapped (LIH) children, who reside in one of the eleven Illinois counties, from existing records of various public and private agencies.

1. Name of child.
2. Street address, city, zip.
3. County of residence.
4. Name of parent or legal guardian.
5. Address of parent or legal guardian.
6. Identification (name) of school district of residence.
7. The school district's number.
8. School status (in school/homebound).
9. Identification of special education district of residence.
10. Birthdate.
11. Sex.
12. Type of handicap.
13. Kind of educational resource attending.
14. Enrollment in reimbursed public school special education program.

15. Identification of educational resource attending.

16. Special education district of educational resource attending.

17. City of educational resource attending.

18. County of educational resource attending.

19. Identification of school district of educational resource attending.

20. Year in which special education services initiated.

II. To compile specified information for educational resources which currently serve the low incidence handicapped children of the eleven counties.

1. Name of educational resource.

2. Address, city, zip.

3. County of resource.

4. Special education district of resource.

5. School district number in which resource is located.

6. Types of handicapped individuals served.

7. Age range of children served.

8. Kind of resource: public school, private school, etc.

9. Title of contact person.

10. Name of contact person 1971-72.

11. Number of LIH children served in 1971-72 school year.

12. Estimated (by resource official) number could serve with no additional staff.

13. Estimated number could serve with no additional physical facilities.

14. Number of current full and part time staff working directly with LIH children.

III. To generate summary data including such information as:

1. Names and addresses of LIH children in the eleven counties.
2. Total number of LIH children in all eleven counties, each special education district and each county.
3. Total number of children identified as having each kind of handicap.
4. Total number of LIH children who are not receiving special education services.
5. Names and addresses of education resources which serve LIH children in the eleven counties.

## DEFINITIONS

1. Low Incidence Handicapped Children*

Children, ages three to twenty-one, who reside in one of the eleven Illinois counties, who have been previously identified as: 1) deaf, hard of hearing, or having an unspecified hearing loss, 2) blind, partially seeing, or having an unspecified visual impairment, 3) physically handicapped other than having hearing, visual, or speech problems, and 4) multiply handicapped, according to the definitions below.

---

*Children from six months to two years, eleven months old were identified as low incidence handicapped children if special education services were anticipated when the child becomes three years old. After completion of this project more extensive diagnostic evaluation will be necessary to identify specific level of handicap for each child.

2. Deaf

A child "with a hearing loss approaching an average of 60 or 65 decibels across the speech range in the better ear without a hearing aid, and who is unable to develop language successfully, even with a hearing aid, without special education" (O.S.P.I., 1964).

3. Hard of Hearing

A child "in whom the sense of hearing, although defective, is functional with or without a hearing aid, but whose hearing loss causes a language deficit rendering him unable to make full use of the regular school experience without special education" (O.S.P.I., 1964).

4. Unspecified Hearing Loss

A child whose general behavior or classroom performance appears to be affected by a hearing loss.

5. Blind

A child is considered blind if "his corrected vision in the better eye is 20/200 or less" (Cruickshank and Johnson, 1967).

6. Partially Seeing

A child is considered partially seeing on the basis of "visual acuity of 20/200 to 20/70" (Cruickshank and Johnson, 1967).

7. Unspecified Visual Impairment

A child whose general behavior or classroom performance appears to be affected by some visual impairment.

8. Physically Handicapped

A child "must be physically handicapped to a degree which necessitates special facilities. This assumes the presence of one of the following:

a. A congenital handicapping condition

b. A chronic long-term illness

c. A handicapping condition resulting from an acute illness, a traumatic episode, or a surgical procedure" (O.S.P.I., 1964).

9. Multiply Handicapped

A child who has two or more handicaps of any nature which require, or will require, special education services.

## PART II

## PROCEDURES

### INSTRUMENTATION

#### The Children's Questionnaire

A questionnaire was designed to elicit demographic data for low incidence handicapped children in the eleven counties (see previous list of variables and operational definitions). The questionnaire was designed to incorporate information desired with ease of data processing.

In order to test the questionnaire for applicability and clarity of items, personnel from one of the Special Education Cooperatives were asked to complete several of the trial questionnaires. Modification of items, based on the feedback from this pilot, were made prior to printing the questionnaire. A copy of the questionnaire, the Survey of Handicapped Children, is in Appendix I.

#### The School/Agency Questionnaire

A second instrument, the Survey of Schools and Agencies (See Appendix I), was designed to collect desired information from schools and agencies which provide special education services to low incidence handicapped children. Items on this questionnaire included estimates of: 1) the number of low incidence handicapped children served, 2) the number of low incidence handicapped children who could be served with no additional staff, 3) the number of low incidence handicapped children who could be served with no additional facilities, and 4) the number of full and part time staff members working directly with low incidence handicapped children.

## DATA COLLECTION

Because of the time constrictions of the project, it was agreed that information would be collected primarily from public schools and public and private agencies which provide special education services. However, all types of public and private schools and agencies were contacted.

Information regarding low incidence handicapped children was collected by three methods: 1) project members went to selected special education schools and agencies and completed the questionnaires from records made available to them, 2) questionnaires were distributed to public schools by superintendents of educational service regions, and 3) questionnaires were mailed to various schools and agencies. In addition, a press release, asking the public to contact their school principal if they knew of any low incidence handicapped child needing special education, was disseminated to all newspapers in the eleven counties (See Appendix II).

The school/agency questionnaire was mailed or delivered to schools and agencies who might be providing special education to low incidence handicapped children.

### Selected Special Education Schools and Agencies

In order to avoid having any school or agency complete large numbers of children's questionnaires, project personnel traveled to selected special education schools and agencies which were expected to have knowledge of a sizeable number of low incidence handicapped children and collected the data from records made available to them.

### Public Elementary and Secondary Schools

Rather than mail the questionnaires to public elementary and secondary schools, which may have resulted in a low response, a distribution system was set up. Title VI personnel held a meeting to which the regional educational

superintendents from the eleven counties were invited. At this meeting, the purpose of the survey was explained and the superintendents were asked to distribute the questionnaires. Each regional superintendent distributed the questionnaires to the district superintendents who in turn distributed them to the principals of each school. The principals were then asked to return the questionnaires by mail to the Office of Educational Services and Research, Western Illinois University.

In order to keep a record of the number of school responses, the principals were asked to also include a form which indicated the number of questionnaires returned. The cover letters sent to the regional superintendents, district superintendents and principals are in Appendix III.

Other Schools and Agencies

While project personnel were collecting data from selected special education schools and agencies, and the regional superintendents were distributing the questionnaires to each public school, the remainder of the schools and agencies listed received the questionnaires by mail. The cover letters sent to day care centers and private schools, schools and agencies providing special education, and other schools and agencies are in Appendix III.

Follow-up

Although in the original design of the project, follow-up of non-respondents was not to be included, a considerable amount of follow-up was actually carried out. For example, when it was noted that only a few schools from two of the eleven counties had responded, the schools within the two counties were contacted to ascertain the reason and, consequently, responses were received. Also several agencies which were contacted by mail and did not respond were contacted again by phone or a visit, thus increasing the responses.

A total of 485 schools and agencies were contacted for information regarding low incidence handicapped children. Those contacted included:

Schools

1. All the public elementary and secondary schools (over 300) in the eleven counties.
2. All elementary and secondary private schools whose names and addresses could be obtained. Because private schools occasionally come into and go out of existence quickly a few could have been omitted.
3. All universities and junior colleges in the eleven counties.
4. All nursery schools in the eleven counties.
5. All special education schools (including nursery schools) in the eleven counties.

State and Local Agencies*

1. The Special Education Cooperatives.
2. Department of Children and Family Services.
3. Division of Services for Crippled Children.
4. State operated mental health facilities.
5. County health departments.
6. Child welfare agencies.
7. Division of Vocational Rehabilitation.
8. Departments of Public Health.
9. Illinois Youth Commission, Regional Offices.
10. Departments of Mental Health.

*It is important to note that although these agencies were contacted not all agencies responded and some agencies refused to release information about handicapped children.

Responses Received

A total of 230 public and private schools and agencies responded by completing children's questionnaires, indicated that they knew of no low

incidence handicapped children, or made records available to project personnel. The response from the various schools and agencies was much higher than expected. Because of the privacy issue which surrounds the identification of handicapped children, release of names is often avoided even among accredited service agencies. Some agencies released names after receiving parental permission, some upon explanation of the project and a few agencies refused to release names. One agency completed questionnaires but omitted names of the individuals (these were not included in the analysis). On the few occasions when release was refused, project personnel made special efforts to ensure that the agency was aware of the purpose of the project, its sponsors and the intended use of the information for planning special education services. If the agency was still reluctant to release names, no further contact was initiated. The special education cooperatives will follow up these agencies at a later time.

Without exception, everyone with whom project personnel had contact was very cooperative, enthused that this kind of project was being carried out, and extremely interested in the results.

## DATA PROCESSING AND ANALYSIS

As the children's questionnaires were received, each name was checked for duplication. Approximately 117 children were identified by more than one school or agency.

The questionnaires were then edited for errors, and common abbreviations and additional data were coded prior to key punching.

After programming, computer print outs and analyses were produced through the Western Illinois University computer.

The sponsors of the project received computer print outs of:

1. All information available for each child, listed by Special Education District of residence, type of handicap and alphabetically by last name of child.

2. All information available for each child, listed by County of Residence, type of handicap and alphabetically by last name of child.

3. All information available for each child, listed by School District Number, type of handicap and alphabetically by last name of child.

4. All information on each child listed alphabetically by last name of child.

5. A frequency distribution (number and per cent) of categorical responses to the children's questionnaire items.

6. Information from the special education school/agency questionnaire listed by type of handicapped child served and alphabetically by name of school.

7. Information from the special education school/agency questionnaire listed alphabetically by name of school.

In addition the sponsor received the data cards and this final report which includes more extensive analyses.

## PART III

## FINDINGS AND RECOMMENDATIONS

It is important to note that the findings are reported from data which the project members received from many different sources. Therefore, the accuracy of the data depends upon the accuracy of the various sources who provided the data. This is of particular importance when considering type of handicap. Many of the sources were not trained for diagnosis of handicapped children but were asked to identify any child, who, in their opinion, needed or will need special education services. It is the intent of the sponsors to follow up the children identified for further screening and diagnosis.

### NUMBER OF LOW INCIDENCE HANDICAPPED CHILDREN

At the time the data collection phase of the project was closed, 755 low incidence handicapped children from the eleven counties had been identified by name. Approximately 50 questionnaires, not included in the analyses, were returned after the close of the data collection phase, making a total of over 800 low incidence handicapped children identified by name. All information was given to the sponsor for follow up.

### TYPES OF HANDICAPS

Over half (52%, N = 392) of the 755 children were identified as having some type of hearing impairment. Two hundred and thirty-nine children, or 32% of the 755 children identified, were listed as having an unspecified hearing loss with 84 (11%) hard of hearing and 69 (9%) deaf.

Multiple handicaps, the second most frequently listed, accounted for a total of 143 or 19% of all children.

Visual impairments were listed for 97 (13%) of the children, with 43 partially seeing, 28 having an unspecified visual impairment and 26 listed as blind. Ninety-six (13%) of the children were listed as physically handicapped.

Distribution of children by type of handicap and sex of child is shown in Table 1. Of the 755 children identified, 427 (57%) were male and 328 (43%) were female. It might be noted that a disproportionate number of girls are categorized as blind. That is, although the total group includes a larger number of males than females, the reverse occurred with blind children. More females (N = 18) than males (N = 8) were categorized as blind with females representing 69% of the 26 blind children.

## RESIDENCE OF LOW INCIDENCE HANDICAPPED CHILDREN

County of residence was listed or obtained for all but six children. Of the 749 children whose county of residence was obtained, over half (60%, N =450) were from three counties: 187 from Rock Island County, 156 from Knox County and 107 from Henry County. The remaining 299 children were from all the other eight counties with Warren County contributing the next largest number (70) of handicapped children.

As indicated in Table 2, sixty percent of the handicapped children identified are under the jurisdiction of the Blackhawk Special Education District (N = 221, 30%) and the Knox-Warren Special Education District (N = 226, 30%). Distribution of children by county of residence and special education district of residence and by handicap is shown in Table 2.

TABLE 1: Distribution of Low Incidence Handicapped Children by Type of Handicap and Sex of Child.

| TYPE OF HANDICAP | SEX | | | | | |
|---|---|---|---|---|---|---|
| | MALE | | FEMALE | | TOTAL | |
| | N | (%) | N | (%) | N | (%) |
| Deaf | 41 | (10) | 28 | ( 9) | 69 | ( 9) |
| Hard of Hearing | 42 | (10) | 42 | (13) | 84 | (11) |
| Unspecified Hearing Loss | 133 | (31) | 106 | (32) | 239 | (32) |
| TOTAL Hearing Loss | 216 | (51) | 176 | (54) | 392 | (52) |
| Blind | 8 | ( 2) | 18 | ( 6) | 26 | ( 3) |
| Partially seeing | 30 | ( 7) | 13 | ( 4) | 43 | ( 6) |
| Unspecified Vis. Impairment | 17 | ( 4) | 11 | ( 3) | 28 | ( 4) |
| TOTAL Visual Loss | 55 | (13) | 42 | (13) | 97 | (13) |
| Physically Handicapped | 55 | (13) | 41 | (12) | 96 | (13) |
| Multiply Handicapped | 87 | (20) | 56 | (17) | 143 | (19) |
| Other | 14 | ( 3) | 13 | ( 4) | 27 | ( 3) |
| OVERALL | 427 | (57) | 328 | (43) | 755 | (100) |

TABLE 2: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by County of Residence* and Special Education District of Residence.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. COUNTY | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| Blackhawk | | | | | | | | | | | | | | | | | | | | | | |
| Rock Island | 0 | 38 | 4 | 26 | 55 | 2 | 0 | 8 | 6 | 9 | 2 | 0 | 6 | 8 | 13 | 6 | 3 | 1 | 89 | 98 | 187 | (25) |
| Mercer | 0 | 3 | 0 | 0 | 14 | 0 | 0 | 1 | 4 | 2 | 0 | 1 | 1 | 0 | 0 | 8 | 0 | 0 | 19 | 15 | 34 | ( 5) |
| TOTAL | 0 | 41 | 4 | 26 | 69 | 2 | 0 | 9 | 10 | 11 | 2 | 1 | 7 | 8 | 13 | 14 | 3 | 1 | 108 | 113 | 221 | (30) |
| Knox-Warren | | | | | | | | | | | | | | | | | | | | | | |
| Warren | 0 | 3 | 4 | 0 | 20 | 3 | 0 | 0 | 3 | 0 | 2 | 0 | 2 | 3 | 4 | 23 | 2 | 1 | 37 | 33 | 70 | ( 9) |
| Knox | 0 | 9 | 4 | 5 | 49 | 3 | 2 | 5 | 5 | 0 | 11 | 0 | 15 | 14 | 7 | 26 | 0 | 1 | 93 | 63 | 156 | (21) |
| TOTAL | 0 | 12 | 8 | 5 | 69 | 6 | 2 | 5 | 8 | 0 | 13 | 0 | 17 | 17 | 11 | 49 | 2 | 2 | 130 | 96 | 226 | (30) |
| W. Cent. | | | | | | | | | | | | | | | | | | | | | | |
| Fulton | 0 | 1 | 1 | 3 | 14 | 0 | 2 | 2 | 1 | 1 | 3 | 0 | 4 | 3 | 10 | 3 | 0 | 2 | 35 | 15 | 50 | ( 7) |
| Hancock | 0 | 2 | 0 | 0 | 12 | 2 | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 1 | 1 | 16 | 11 | 27 | ( 4) |
| Henderson | 0 | 1 | 1 | 0 | 7 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 3 | 4 | 3 | 12 | 10 | 22 | ( 3) |
| McDonough | 2 | 0 | 2 | 7 | 8 | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 5 | 0 | 10 | 4 | 3 | 0 | 34 | 12 | 46 | ( 6) |
| Schuyler | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 12 | 1 | 5 | 0 | 0 | 0 | 21 | 2 | 23 | ( 3) |
| TOTAL | 2 | 5 | 7 | 10 | 41 | 3 | 3 | 5 | 4 | 1 | 5 | 1 | 22 | 6 | 26 | 13 | 8 | 6 | 118 | 50 | 168 | (23) |
| Henry-Stark | | | | | | | | | | | | | | | | | | | | | | |
| Henry | 1 | 7 | 7 | 13 | 29 | 1 | 0 | 2 | 9 | 0 | 5 | 0 | 11 | 3 | 11 | 5 | 1 | 2 | 74 | 33 | 107 | (14) |
| Stark | 0 | 0 | 0 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 2 | 0 | 1 | 1 | 0 | 14 | 6 | 20 | ( 3) |
| TOTAL | 1 | 7 | 7 | 16 | 38 | 1 | 0 | 2 | 9 | 0 | 6 | 0 | 14 | 5 | 11 | 6 | 2 | 2 | 88 | 39 | 127 | (17) |
| Other Cts. | 0 | 1 | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 2 | 7 | -- |
| TOTAL | 3 | 66 | 26 | 57 | 221 | 13 | 5 | 21 | 31 | 12 | 26 | 2 | 60 | 36 | 61 | 82 | 16 | 11 | 449 | 300 | 749 | (100) |
| OVERALL | 69 | | 83 | | 234 | | 26 | | 43 | | 28 | | 96 | | 143 | | 27 | | | | 749 | (100) |

*Information on County of Residence was not available for six children.

## AGE OF LOW INCIDENCE HANDICAPPED CHILDREN

Year of birth was given for 676 of the 755 children. Birth dates ranged from 1951 to 1970, for an age range of one year to twenty years old. Each age from one to twenty years old was represented.

One-fourth (25%, N = 166) of the children were six and seven year olds, over one-half (54%) of the children were from five through ten years old, and over three-fourths (77%) were from five through fifteen years old. One hundred and five (16%) of the children were between three and six years old. Distribution of children by year of birth and type of handicap is given in Table 3.

## RECEIVING OR NOT RECEIVING SPECIAL EDUCATION SERVICES

### Kind of School Child Attended

Responses regarding kind of school the child attended were given for 678 of the 755 children. Over one-half (52%, N = 354) of these 678 children were enrolled in public elementary schools. An additional 92 children (14%) were enrolled in public secondary schools, making a total of 446 (66%) of the children enrolled in public schools. Seventy-six (11%) of the children were enrolled in private special education schools while 71 (10%) of the children were enrolled in state sponsored schools. Distribution of children by kind of school attended is shown in Table 4.

### Enrollment in a Public School Special Education Program

Information on enrollment in public school special education programs was given for 689 of the 755 children. Over three-fourths (77%) of the 689 children were not enrolled in a public school special education program while 159 (23%) were enrolled. Of the 446 low incidence handicapped children enrolled in the public elementary and secondary schools, only 134 children were receiving special education services.

TABLE 3: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Year of Birth.*

| | | HANDICAP BY AGE | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. YEAR | Sp. Ed. AGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1970 | ( 1) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 4 | 1 | 5 | ( 1) |
| 1969 | ( 2) | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 2 | 1 | 0 | 0 | 10 | 3 | 13 | ( 2) |
| 1968 | ( 3) | 0 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 5 | 4 | 1 | 0 | 16 | 5 | 21 | ( 3) |
| 1967 | ( 4) | 0 | 2 | 0 | 2 | 13 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 5 | 5 | 1 | 1 | 23 | 11 | 34 | ( 5) |
| 1966 | ( 5) | 0 | 3 | 2 | 1 | 17 | 0 | 0 | 0 | 2 | 0 | 4 | 0 | 3 | 3 | 6 | 8 | 1 | 0 | 35 | 15 | 50 | ( 7) |
| 1965 | ( 6) | 1 | 3 | 1 | 14 | 48 | 0 | 0 | 1 | 4 | 0 | 3 | 0 | 3 | 3 | 3 | 4 | 1 | 0 | 64 | 25 | 89 | (14) |
| 1964 | ( 7) | 0 | 9 | 4 | 10 | 33 | 2 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 4 | 4 | 7 | 1 | 0 | 45 | 32 | 77 | (11) |
| 1963 | ( 8) | 1 | 4 | 1 | 5 | 17 | 1 | 1 | 0 | 3 | 2 | 2 | 0 | 1 | 3 | 6 | 5 | 0 | 0 | 31 | 21 | 52 | ( 8) |
| 1962 | ( 9) | 0 | 1 | 3 | 5 | 15 | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 2 | 5 | 9 | 6 | 2 | 0 | 33 | 21 | 54 | ( 8) |
| 1961 | (10) | 0 | 5 | 1 | 4 | 10 | 1 | 0 | 0 | 2 | 1 | 1 | 0 | 3 | 7 | 1 | 4 | 0 | 0 | 19 | 21 | 40 | ( 6) |
| 1960 | (11) | 0 | 2 | 3 | 3 | 7 | 1 | 1 | 0 | 5 | 1 | 0 | 0 | 2 | 4 | 4 | 8 | 0 | 2 | 23 | 20 | 43 | ( 6) |
| 1959 | (12) | 0 | 4 | 1 | 3 | 4 | 1 | 0 | 2 | 1 | 2 | 1 | 0 | 6 | 1 | 3 | 5 | 1 | 0 | 17 | 18 | 35 | ( 5) |
| 1958 | (13) | 0 | 3 | 1 | 4 | 8 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 4 | 2 | 1 | 2 | 1 | 0 | 15 | 16 | 31 | ( 5) |
| 1957 | (14) | 0 | 5 | 1 | 2 | 5 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 4 | 2 | 1 | 5 | 0 | 0 | 12 | 18 | 30 | ( 4) |
| 1956 | (15) | 0 | 7 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 6 | 0 | 1 | 6 | 15 | 21 | ( 3) |
| 1955 | (16) | 0 | 6 | 1 | 0 | 1 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 9 | 2 | 2 | 4 | 1 | 2 | 16 | 17 | 33 | ( 5) |
| 1954 | (17) | 0 | 6 | 0 | 3 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 3 | 3 | 16 | 19 | ( 3) |
| 1953 | (18) | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 3 | 1 | 1 | 4 | 11 | 15 | ( 2) |
| 1952 | (19) | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 4 | 4 | 8 | ( 1) |
| 1951 | (20) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 2 | 6 | ( 1) |
| TOTAL | | 3 | 66 | 24 | 57 | 186 | 12 | 3 | 16 | 26 | 12 | 17 | 2 | 54 | 37 | 58 | 80 | 12 | 11 | 384 | 292 | 676 | (100) |
| OVERALL | | 69 | | 81 | | 198 | | 19 | | 38 | | 19 | | 91 | | 138 | | 23 | | | | 676 | (100) |

*Information on year of birth was not available for 79 children.

TABLE 4: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education Services by Kind of School Attended.

| KIND OF SCHOOL | REC. SP. ED. N | (%) | NOT REC. SP. ED. N | (%) | TOTAL N | (%) |
|---|---|---|---|---|---|---|
| Public Elementary | 106 | ( 36) | 248 | ( 65) | 354 | ( 52) |
| Public secondary or junior high | 28 | ( 9) | 64 | ( 17) | 92 | ( 14) |
| TOTAL Public Schools | 134 | ( 45) | 312 | ( 82) | 446 | ( 66) |
| Private Special Ed. | 76 | ( 26) | -- | -- | 76 | ( 11) |
| State Residence | 67 | ( 22) | -- | -- | 67 | ( 10) |
| State Day Facility | 4 | ( 1) | -- | -- | 4 | ( 1) |
| Out of State Facility | 6 | ( 2) | -- | -- | 6 | ( 1) |
| TOTAL Sp. Ed. Schools | 153 | ( 51) | -- | -- | 153 | ( 23) |
| School Inst. at Home | 8 | ( 3) | -- | -- | 8 | ( 1) |
| No Sch. Instruction | -- | -- | 37 | ( 10) | 37 | ( 5) |
| Other Schools | 4 | ( 1) | 30 | ( 8) | 34 | ( 5) |
| TOTAL | 299 | (100) | 379 | (100) | 678 | (100) |
| No Info. on Kind of School | 1 | | 76 | | 77 | |
| OVERALL | 300 | | 455 | | 755 | |

As indicated in Table 4, 300 of the 755 low incidence handicapped children identified were receiving special education services through public school special education programs, state schools, private schools, out-of-state schools, or receiving school instruction at home.

The remaining 455 children--over one-half of those identified--were not receiving special education services. For the purposes of planning, children for whom there was no information regarding school and special education services were placed in the category of not receiving any special education services. Thus, the 455 children not receiving special education services include 312 children in the public schools, 37 children who are receiving no instruction at all, 30 children who were listed as enrolled in "other" kinds of schools and 76 children for whom there was no information on schooling.

## CHILDREN NOT RECEIVING SPECIAL EDUCATION SERVICES

Of the 455 children who were not receiving special education services, 252 (55%) were male and 203 (45%) were female; approximately the same percentage distribution as the total group of low incidence handicapped children.

### Types of Handicaps

Again, over one-half (56%, N = 256) of the 455 children not receiving special education were identified as having some type of hearing impairment. The largest number (226, 50%) of the children were categorized as having an unspecified hearing loss, 27 as hard of hearing, and only 3 children were categorized as deaf. Thus, of the 69 children identified as deaf in the total group of 755, 66 were receiving special education services

Visual handicaps were identifed for 62 (14%) of the children not receiving special education, with 31 children categorized as partially seeing, 26 as having an unspecified visual impairment and 5 as blind. Thus, of the 26

blind children in the total group of 755 children, 21 were receiving special education services.

Sixty-one (13%) of the children not receiving special education were identified as multiply handicapped and 60 (13%) of the children as physically handicapped.

Residence

The greatest number of children not receiving special education resided in the same three counties mentioned previously for the total group. Knox County had the largest number (93, 21%), 89 (20%) of the children resided in Rock Island County, and 74 (17%) in Henry County.

Knox-Warren Special Education Department has responsibility for the largest number of children (130, 29%), West Central Illinois Cooperative has the second largest number of children (118, 26%), Blackhawk Special Education District follows with 108 (24%) of the children, and Henry-Stark Special Education District has 88 or 20% of the children. Distribution of children not receiving special education by type of handicap, county of residence and special education district of residence is shown in Table 2.

In examining figures for children not receiving special education presented in Table 2, it might be noted that:

1. Sixty percent of the children identified as having an unspecified hearing loss live in three counties; 55 (25%) reside in Rock Island County, 49 (22%) in Knox County and 29 (13%) in Henry County.

2. Fifteen (25%) of the children identified as physically handicapped reside in Knox County, 12 in Schuyler County, and 11 in Henry County.

3. Thirteen children identified as multiply handicapped reside in Rock Island County, 11 in Henry County and 10 each in McDonough and Fulton Counties.

4. The largest number (11) of children identified as having an unspecified visual impairment live in Knox County. The maximum number in any other county is five children.

5. The largest number (9) of partially seeing children live in Henry County.

6. The maximum number of hard of hearing children for any one county is seven.

7. There are three children identified as deaf and five identified as blind who are not receiving special education services.

Age

Year of birth was given for 384 of the 455 low incidence handicapped children not receiving special education. Again, each year of birth was represented from 1951 to 1970 for an age range of one year to twenty years old. Over one-fourth (28%, N = 109) of the children were six and seven years olds, over one-half (54%, N = 209) were from five through nine years old and three-fourths (75% N = 290) were from four through twelve years old. Seventy-four children were born in 1966, 1967 and 1968, or were three, four and five year olds while 14 children were one and two year olds. Distribution of children who are not receiving special education by type of handicap and age is shown in Table 3.

Handicap, Age and Location

As mentioned previously, after the children who are not receiving special education services have been screened by professionals to determine the degree of handicap, planning for special education services should incorporate information regarding kind of handicap, age and location of the child. Therefore, Tables 5-15 indicate the distribution of children in each county by the type of handicap identified by the original sources and year of birth. For the purposes of this report, the tables are in summary form, combining ages.

TABLE 5: Rock Island County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1966-1970 (1-5 yrs.) | 0 | 3 | 0 | 3 | 7 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 1 | 8 | 0 | 0 | 0 | 19 | 7 | 26 | (14) |
| 1961-1965 (6-10 yrs.) | 0 | 12 | 3 | 14 | 31 | 1 | 0 | 1 | 1 | 3 | 0 | 0 | 1 | 4 | 5 | 3 | 1 | 0 | 42 | 38 | 80 | (43) |
| 1956-1960 (11-15 yrs.) | 0 | 14 | 1 | 6 | 5 | 0 | 0 | 3 | 1 | 4 | 0 | 0 | 3 | 3 | 0 | 1 | 0 | 0 | 10 | 31 | 41 | (22) |
| 1951-1955 (16-20 yrs.) | 0 | 9 | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 3 | 18 | 21 | (11) |
| Year of birth not available | 0 | 0 | 0 | 0 | 12 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 15 | 4 | 19 | (10) |
| TOTAL | 0 | 38 | 4 | 26 | 55 | 2 | 0 | 8 | 6 | 9 | 2 | 0 | 6 | 8 | 13 | 6 | 3 | 1 | 89 | 98 | 187 | (100) |
| OVERALL | 38 | | 30 | | 57 | | 8 | | 15 | | 2 | | 14 | | 19 | | 4 | | 187 | | 187 | (100) |

TABLE 6: Mercer County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N (%) |
| 1966-1970 (1-5 yrs.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 2 ( 6) |
| 1961-1965 (6-10 yrs.) | 0 | 1 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 8 | 3 | 11 (32) |
| 1956-1960 (11-15 yrs.) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 9 | 9 (26) |
| 1951-1955) (16-20 yrs.) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 ( 6) |
| Year of birth not available | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 10 (30) |
| TOTAL | 0 | 3 | 0 | 0 | 14 | 0 | 0 | 1 | 4 | 2 | 0 | 1 | 1 | 0 | 0 | 8 | 0 | 0 | 19 | 15 | 34(100) |
| OVERALL | 3 | | 0 | | 14 | | 1 | | 6 | | 1 | | 1 | | 8 | | 0 | | 34 | | 34(100) |

TABLE 7: Warren County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Rec. Sp. Ed. AGE RANGE | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1966-1970 (1-5 yrs.) | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 3 | 5 | 8 | (11) |
| 1961-1965 (6-10 yrs.) | 0 | 1 | 2 | 0 | 15 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 2 | 8 | 0 | 0 | 21 | 12 | 33 | (47) |
| 1956-1960 (11-15 yrs.) | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 7 | 0 | 0 | 5 | 8 | 13 | (19) |
| 1951-1955 (16-20 yrs.) | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 2 | 1 | 6 | 8 | 14 | (20) |
| Year of brith not available | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | ( 3) |
| TOTAL | 0 | 3 | 4 | 0 | 20 | 3 | 0 | 0 | 3 | 0 | 2 | 0 | 2 | 3 | 4 | 23 | 2 | 1 | 37 | 33 | 70 | (100) |
| OVERALL | 3 | | 4 | | 23 | | 0 | | 3 | | 2 | | 5 | | 27 | | 3 | | 70 | | 70 | (100) |

TABLE 8: Knox County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1966-1970 (1-5 yrs.) | 0 | 1 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 5 | 0 | 0 | 10 | 7 | 17 | (11) |
| 1961-1965 (6-10 yrs.) | 0 | 4 | 2 | 5 | 24 | 3 | 1 | 1 | 1 | 0 | 3 | 0 | 1 | 11 | 2 | 10 | 0 | 0 | 34 | 34 | 68 | (44) |
| 1956-1960 (11-15 yrs) | 0 | 1 | 0 | 0 | 11 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 6 | 1 | 1 | 8 | 0 | 0 | 21 | 11 | 32 | (20) |
| 1951-1955 (16-20 yrs.) | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 1 | 1 | 3 | 0 | 1 | 5 | 9 | 14 | ( 9) |
| Year of birth not available | 0 | 0 | 2 | 0 | 8 | 0 | 0 | 2 | 2 | 0 | 8 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 23 | 2 | 25 | (16) |
| TOTAL | 0 | 9 | 4 | 5 | 49 | 3 | 2 | 5 | 5 | 0 | 11 | 0 | 15 | 14 | 7 | 26 | 0 | 1 | 93 | 63 | 156 | (100) |
| OVERALL | 9 | | 9 | | 52 | | 7 | | 5 | | 11 | | 29 | | 33 | | 1 | | 156 | | 156 | (100) |

TABLE 9: Fulton County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | ( %) |
| 1966-1970 (1-5 yrs.) | 0 | 0 | 1 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 0 | 0 | 8 | 6 | 14 | (28) |
| 1961-1965 (6-10 yrs.) | 0 | 0 | 0 | 1 | 9 | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 1 | 8 | 1 | 0 | 0 | 20 | 4 | 24 | (48) |
| 1956-1960 (11-15 yrs.) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | ( 4) |
| 1951-1955 (16-20 yrs.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 2 | 5 | 3 | 8 | (16) |
| Year of birth not available | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | ( 4) |
| TOTAL | 0 | 1 | 1 | 3 | 14 | 0 | 2 | 2 | 1 | 1 | 3 | 0 | 4 | 3 | 10 | 3 | 0 | 2 | 35 | 15 | 50 | (100) |
| OVERALL | 1 | | 4 | | 14 | | 4 | | 2 | | 3 | | 7 | | 13 | | 2 | | 50 | | 50 | (100) |

TABLE 10: Hancock County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1966-1970 (1-5 yrs.) | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 4 | (15) |
| 1961-1965 (6-10 yrs.) | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 11 | 1 | 12 | (44) |
| 1956-1960 (11-15 yrs.) | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 5 | 6 | (22) |
| 1951-1955 (16-20 yrs.) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 2 | 4 | (11) |
| Year of birth not available | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | ( 4) |
| TOTAL | 0 | 2 | 0 | 0 | 12 | 2 | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 1 | 1 | 16 | 11 | 27 | (100) |
| OVERALL | 2 | | 0 | | 14 | | 2 | | 1 | | 0 | | 2 | | 4 | | 2 | | 27 | | 27 | (100) |

TABLE 11: Henderson County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1966-1970 (1-5 yrs.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 1 | 3 | (14) |
| 1961-1965 (6-10 yrs.) | 0 | 0 | 1 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 6 | 2 | 8 | (36) |
| 1956-1960 (11-15 yrs.) | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 3 | 3 | 6 | (27) |
| 1951-1955 (16-20 yrs.) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 4 | 4 | (18) |
| Year of birth not available | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | ( 5) |
| TOTAL | 0 | 1 | 1 | 0 | 7 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 3 | 4 | 3 | 12 | 10 | 22 | (100) |
| OVERALL | 1 | | 1 | | 7 | | 1 | | 0 | | 1 | | 1 | | 3 | | 7 | | 22 | | 22 | (100) |

TABLE 12: McDonough County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1966-1970 (1-5 yrs.) | 1 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 1 | 0 | 9 | 2 | 11 | (24) |
| 1961-1965 (6-10 yrs.) | 1 | 0 | 0 | 6 | 1 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 3 | 0 | 1 | 0 | 10 | 7 | 17 | (37) |
| 1956-1960 (11-15 yrs.) | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 1 | 0 | 0 | 7 | 2 | 9 | (19) |
| 1951-1955 (16-20 yrs.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 3 | 1 | 4 | ( 9) |
| Year of birth not available | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 5 | 0 | 5 | (11) |
| TOTAL | 2 | 0 | 2 | 7 | 8 | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 5 | 0 | 10 | 4 | 3 | 0 | 34 | 12 | 46 | (100) |
| OVERALL | 2 | | 9 | | 9 | | 1 | | 1 | | 2 | | 5 | | 14 | | 3 | | 46 | | 46 | (100) |

TABLE 13: Schuyler County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1966-1970 (1-5 yrs.) | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 3 | 0 | 0 | 0 | 12 | 0 | 12 | (52) |
| 1961-1965 (6-10 yrs.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 3 | (13) |
| 1956-1960 (11-15 yrs) | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | (13) |
| 1951-1955 (16-20 yrs.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | ( 9) |
| Year of birth not available | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | (13) |
| TOTAL | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 12 | 1 | 5 | 0 | 0 | 0 | 21 | 2 | 23 | (100) |
| OVERALL | 1 | | 3 | | 0 | | 0 | | 1 | | 0 | | 13 | | 5 | | 0 | | 23 | | 23 | (100) |

TABLE 14: Henry County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1966-1970 (1-5 yrs.) | 0 | 2 | 1 | 0 | 6 | 0 | 0 | 1 | 1 | 0 | 2 | 0 | 5 | 0 | 4 | 2 | 0 | 0 | 19 | 5 | 24 | (23) |
| 1961-1965 (6-10 yrs.) | 1 | 3 | 2 | 9 | 18 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 3 | 2 | 2 | 0 | 0 | 0 | 29 | 14 | 43 | (40) |
| 1956-1960 (11-15 yrs.) | 0 | 2 | 2 | 4 | 4 | 1 | 0 | 0 | 4 | 0 | 1 | 0 | 2 | 1 | 3 | 2 | 0 | 1 | 16 | 11 | 27 | (25) |
| 1951-1955 (16-20 yrs.) | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 2 | 1 | 0 | 1 | 8 | 3 | 11 | (10) |
| Year of birth not available | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 2 | ( 2) |
| TOTAL | 1 | 7 | 7 | 13 | 29 | 1 | 0 | 2 | 9 | 0 | 5 | 0 | 11 | 3 | 11 | 5 | 1 | 2 | 74 | 33 | 107 | (100) |
| OVERALL | 8 | | 20 | | 30 | | 2 | | 9 | | 5 | | 14 | | 16 | | 3 | | 107 | | 107 | (100) |

TABLE 15: Stark County: Distribution of Low Incidence Handicapped Children Receiving and Not Receiving Special Education by Type of Handicap and Age Range.

| | TYPE OF HANDICAP | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DEAF | | HARD OF HEARING | | HEARING LOSS | | BLIND | | PART. SEEING | | VISUAL IMPAIR. | | PHYS. HAND. | | MULT. HAND. | | OTHER HAND. | | OVERALL | | TOTAL | |
| Rec. Sp. Ed. AGE RANGE | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | N | (%) |
| 1966-1970 (1-5 yrs.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 3 | (15) |
| 1961-1965 (6-10 yrs.) | 0 | 0 | 0 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 8 | 3 | 11 | (55) |
| 1956-1960 (11-15 yrs.) | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | (15) |
| 1951-1955 (16-20 yrs.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | (10) |
| Year of birth not available | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | ( 5) |
| TOTAL | 0 | 0 | 0 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 2 | 0 | 1 | 1 | 0 | 14 | 6 | 20 | (100) |
| OVERALL | 0 | | 3 | | 9 | | 0 | | 0 | | 1 | | 5 | | 1 | | 1 | | 20 | | 20 | (100) |

The special education cooperatives were given crossbreaks of children categorized by each handicap by each age for each county.

## EDUCATIONAL RESOURCES FOR LIH CHILDREN

The 300 children from the eleven counties who were receiving special education services were enrolled in a total of 31 special education schools, programs or other facilities.* Thirteen of these schools or programs were within the eleven counties, twelve were located in other counties in the state of Illinois and six were out-of-state facilities.

The Survey of Schools and Agencies was mailed or delivered to approximately 50 Illinois schools and agencies who might conceivably be providing special education services to low incidence handicapped children. Responses were received or collected from 21 of these educational resources.

Of the 21 resources which responded, twelve served hard of hearing children, nine served deaf children, eight served physically handicapped children, seven served multiply handicapped children, five served partially seeing handicapped children and four reported that they served unspecified hearing loss, blind, unspecified visual impairments and other kinds of handicaps.

The resources who responded reported that they served a total of 1,124 low incidence handicapped children during the 1971-72 school year, with a total full and part time staff of 445. The resources reported that they could serve an additional 74 children with their current staff or an additional 112 children with their current physical facilties.

A listing was made of four additional educational resources, who did not respond to the questionnaire but, although they are located outside of the eleven counties, did provide special education services to children in the eleven county survey.

*These facilities included schools for mentally retarded children who are also multiply handicapped.

TABLE 16: Number of Special Education Services Provided for the Eleven County Low Incidence Handicapped Children by 25 Illinois Programs, Schools or Agencies.

| Type of Handicap Served | Number of Services Provided by 21 Responding Schools | Number of Services Provided by 4 Schools Which Did Not Respond | Total Number of Services |
|---|---|---|---|
| Hard of Hearing | 12 | 0 | 12 |
| Multiply Handicapped | 7 | 4 | 11 |
| Deaf | 9 | 1 | 10 |
| Physically Handicapped | 8 | 2 | 10 |
| Partially Seeing | 5 | 1 | 6 |
| Blind | 4 | 1 | 5 |
| Unspecified Hearing Loss | 4 | 0 | 4 |
| Unspecified Visual Impairment | 4 | 0 | 4 |
| TOTAL Serving LIH Children | 53 | 9 | 62 |
| Other Handicaps | 4 | 3 | 7 |
| OVERALL | 57 | 12 | 69 |

The total listing of information from the 21 schools and agencies which responded and as much information as possible from those which did not respond was given to the sponsors. The list included a total of 25 schools, programs and agencies in Illinois which serve low incidence handicapped children from the eleven counties.

Of these 25 educational resources, twelve served hard of hearing, eleven served multiply handicapped, ten served physically handicapped and deaf, seven served other kinds of handicaps, six served partially seeing and four served unspecified hearing loss and unspecified visual impairment. The number of special education services provided by the 25 schools is indicated in Table 16.

## GENERAL RECOMMENDATIONS

The usual challenge in the delivery of special education services to a largely scattered pupil population is one of transportation of children into settings which take full cognizance of their age ranges and educational needs. Although services to these children are mandated, we may be doing a great disservice to children by considering extensive transportation networks as the only possible solution to the problem.

There are a variety of possible alternatives in program design:

1. Moving children, either on a "needs arise" basis or full-time.
2. Moving staff: itinerant teacher program.
3. Utilizing existing state residential facilities. The functions of such institutions might be broadened to include more multiply handicapped children. Such facilities might also be decentralized.
4. Foster or "short stay" homes; development of a "school week" home concept.
5. Boarding homes--particularly for older handicapped children.

6. Parent education and carry-over into the home of the "Prescription For Educational Development" by bringing parents and children to demonstration centers. University affiliated laboratory schools might be utilized for this purpose.

7. Utilization of new means of dissemination of information and skills to parents and teachers--television, radio, telephone, correspondence-type schools for handicapped children and their parents, enrichment utilizing special techniques and devices.

8. In-service education for regular teachers and principals to enhance their skills in working with handicapped children.

9. Providing supervisory specialists who have skill in performing in-service education.

10. Within the limits imposed by transportation, time and distance factors, regional (across Special Education Joint Agreement District Lines) services should be developed.

Even prior to detailed program design, following one or more of the alternatives listed above, it is important that the users of the data generated from this survey recognize the need for refinement of the findings. Specifically, it is recommended:

1. Each Special Education Joint Agreement District should convene a study group to review the many ramifications of the survey as they apply to their area. Plans should be made to keep the data current. Follow-up of children now identified should be part of the continuing program.

2. The categories of low incidence handicaps utilized in this survey are often too broad to have educational significance. Once the causes of the handicap are known--from both the medical and educational perspective--there are many implications which will emerge for preventive action. Plans should be made to generate a more specific medical and educational diagnosis for each child. The "clinic" approach can be effectively utilized for this purpose.

3. The diagnostic duplication, with various agencies listing the same child, was obvious to the project staff. There is a clear need for a central registry of all low incidence handicapped children--preferably on a state-wide basis.

4. Also noted was a widespread inconsistency among agencies as to the application of the doctrine of confidentiality of records. Who, among the various professionals, has legitimate access to information on handicapped children? The Illinois Commission on Children might seek a clarification of this issue.

5. Coordination should be sought with health and welfare agencies; particularly with a view of eliminating duplication of services. The role of private agencies should be considered in developing any delivery plan.

## REFERENCES

Cruickshank, W., and Johnson, G. Education of Exceptional Children and Youth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967., p. 288.

Office of the Superintendent of Public Instruction. Rules and Regulations To Govern the Administration and Operation of Special Education. Department of Special Education, State of Illinois, 1964., p. 18.

# APPENDIX I

## THE QUESTIONNAIRES


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1. The Survey of Handicapped Children . . . . . 41

2. The Survey of Schools and Agencies Serving Low Incidence Handicapped Children . . . . . 42

# SURVEY OF HANDICAPPED CHILDREN

For office use only

DIRECTIONS: Please PRINT the appropriate information in the spaces provided. Leave blank spaces between words. If there are not enough spaces, please abbreviate without punctuation.

1. NAME OF CHILD
(Last - First - Middle)

2. CHILD'S LEGAL RESIDENCE ADDRESS
(Number - Street)
(City) (State) (Zip Code)

3. COUNTY OF RESIDENCE
☐ 1. Fulton ☐ 4. McDonough ☐ 7. Mercer ☐ 10. Warren
☐ 2. Hancock ☐ 5. Schuyler ☐ 8. Henry ☐ 11. Knox
☐ 3. Henderson ☐ 6. Rock Island ☐ 9. Stark

4. NAME AND NUMBER OF SCHOOL DISTRICT OF RESIDENCE
(Name of District) (Dist. No.)

5. NAME OF PARENT OR LEGAL GUARDIAN
(Last - First - Middle)

6. ADDRESS OF PARENT OR LEGAL GUARDIAN (If same as child's write "Same")
(Number - Street)
(City) (State) (Zip Code)

7. BIRTHDATE OF CHILD
(Month) (Day) (Year)

8. SEX OF CHILD
☐ 1. Male ☐ 2. Female

9. TYPE OF CHILD'S HANDICAP (See definitions on reverse side)
☐ 1. Deaf ☐ 4. Blind ☐ 7. Physically handicapped
☐ 2. Hard of hearing ☐ 5. Partially seeing ☐ 8. Multiply handicapped
☐ 3. Unspecified hearing loss ☐ 6. Unspecified visual impairment

10. KIND OF SCHOOL CHILD ATTENDS
☐ 1. Public elementary school ☐ 5. State day school facility
☐ 2. Public secondary or junior high school ☐ 6. Out of state school facility
☐ 3. Private special education school ☐ 7. Receiving school instruction at home
☐ 4. State residence school facility ☐ 8. Not receiving any school instruction
☐ 9. Other (Please specify)

11. IS THE CHILD NOW ENROLLED IN A REIMBURSED PUBLIC SCHOOL SPECIAL EDUCATION PROGRAM? (For any part of the school day)
☐ 1. Yes (Please specify) _____
☐ 2. No ☐ 3. Don't know

12. NAME OF SCHOOL CHILD ATTENDS (Please leave blank if not currently attending)

13. ADDRESS OF SCHOOL CHILD ATTENDS (Please leave blank if not currently attending)
(City) (State) (Zip Code)

14. YEAR IN WHICH SPECIAL EDUCATION SERVICES BEGAN OR WILL BEGIN

Office of Education Services and Research
Department of Education
Springfield, Illinois 62777

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**WESTERN ILLINOIS UNIVERSITY**
MACOMB, ILLINOIS 61455

COLLEGE OF EDUCATION
OFFICE OF EDUCATIONAL
SERVICES AND RESEARCH

The four Special Education districts, Black Hawk Area, Henry-Stark County, Knox-Warren, and West Central Illinois Special Education Cooperative, have requested the assistance of the Office of Educational Services and Research, Western Illinois University, in conducting a survey of children with handicapping conditions who reside in the following 11 counties: Rock Island, Henry, Mercer, Henderson, Warren, Hancock, McDonough, Schuyler, Fulton, Knox and Stark. This information will be of great help to the four Special Education districts in providing specialized education services to benefit more children who need these services.

We are specifically interested in identifying any individual: 1) from the age of six months to twenty-one years old, 2) who has a visual, hearing, physical or multiple handicap as defined below, and 3) who you think would benefit now or in the future by receiving special educational services.

We would appreciate your filling out the attached survey as completely as possible. All responses are confidential and will be used only by the four Special Education districts. For the item dealing with the child's handicap, please use the following definitions:

1. Deaf: A child "with a hearing loss approaching an average of 60 or 65 decibels across the speech range in the better ear without a hearing aid, and who is unable to develop language successfully, even with a hearing aid, without special education."

2. Hard of hearing: A child "in whom the sense of hearing, although defective, is functional with or without a hearing aid, but whose hearing loss causes a language deficit rendering him unable to make full use of the regular school experience without special devices."

3. Unspecified hearing loss: A child whose general behavior or classroom performance appears to be affected by a hearing loss.

4. Blind: A child is considered blind if "his corrected vision in the better eye is 20/200 or less."

5. Partially seeing: A child is considered partially seeing on the basis of "visual acuity of 20/200 to 20/70."

6. Unspecified visual impairment: A child whose general behavior or classroom performance appears to be affected by some visual impairment.

7. Physically handicapped: A child "must be physically handicapped to a degree which necessitates special facilities. This assumes the presence of one of the following: a) a congenital handicapping condition, b) a chronic long-term illness, c) a handicapping condition resulting from an acute illness, a traumatic episode or a surgical procedure."

8. Multiply handicapped: A child who has two or more handicaps of any nature which require, or will require, special education services.

Please return the questionnaire to the principal of your school by March 24, 1972. We greatly appreciate your cooperation. Thank you.

Dr. Natalie Sproull
Dr. Victor [illegible]

SURVEY OF SCHOOLS AND AGENCIES SERVING LOW INCIDENCE HANDICAPPED CHILDREN

Directions: Please PRINT or TYPE the information in the space provided, estimating figures where necessary.

1. Name of your school or agency _____

2. Address of your school or agency _____
Number Street

_____ _____ _____ _____
City State Zip code

_____
County

3. Name and Title of Contact Person _____ _____
Name Title

4. Types of low incidence handicapped children served at your school or agency. (Check all that apply) (See definitions on Survey of Handicapped Children)

__1. Deaf
__2. Hard of hearing
__3. Unspecified hearing loss
__4. Blind
__5. Partially seeing
__6. Unspecified visual impairment
__7. Physically handicapped
__8. Multiply handicapped
__9. Other (Please specify)_____
_____

5. Kind of school or facility:

__1. Public elementary school
__2. Public secondary or junior high school
__3. Private school
__4. Private special education school
__5. State residence school facility
__6. State day school facility
__7. Other (Please specify)
_____

6. Estimated number of low incidence handicapped children served in 1971-72 school year_____.

7. Estimated number of low incidence handicapped children you could serve with no additional staff_____.

8. Estimated number of low incidence handicapped children you could serve with no additional physical facilities_____.

9. Number of current staff working directly with low incidence handicapped children (such as teachers, nurses, therapists, aides-full or part time)_____.

Please return the questionnaire by May 5, 1972 to:

Natalie Sproull
Office of Educational Services & Research
College of Education, 403J Stipes Hall
Western Illinois University
Macomb, Illinois 61455

We greatly appreciate your cooperation. Thank you.

# APPENDIX II

## PRESS RELEASE

**UNIVERSITY NEWS SERVICES**
**Western Illinois University**
Joe Gage, Director (309) 899-6493

IMMEDIATE RELEASE
Mailed: 3-16-72

MACOMB, ILL.--An 11-county search for children needing special educational services, ages six months to 21 years old, is being conducted by four special education districts with the assistance of the Western Illinois University Office of Educational Services and Research (ESAR).

Anyone knowing of children with handicapping conditions, who are not presently receiving special educational services, should contact their local school superintendent before April 1. These conditions include visual, hearing, physical or multiple handicaps; they do not include mental retardation.

The 11 counties are Fulton, Hancock, Henderson, Henry, Knox, McDonough, Mercer, Rock Island, Schuyler, Stark and Warren. The four special education districts are: Black Hawk Area; Henry-Stark County; Knox-Warren; and West Central Illinois Special Education Cooperative.

The project is being supported by a grant to WIU's ESAR from Black Hawk Title VI Special Education Region. It is entitled "Educational Needs Assessment of Low Incidence Handicapped Children in Eleven Illinois Counties."

Project co-directors are: Dr. Victor Wenzell, professor and chairman of the WIU department of special education; and Dr. Natalie Sproull, ESAR research consultant.

After completion of this project, more extensive diagnostic evaluation will be necessary to identify specific levels of handicap for each child.

-mjg-

# APPENDIX III

## COVER LETTERS

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WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS 61455

COLLEGE OF EDUCATION
OFFICE OF EDUCATIONAL
SERVICES AND RESEARCH

LETTER TO REGIONAL SUPERINTENDENTS

Dear Mr.

This letter is a follow-up of the February 25 meeting of the Regional Superintendents with personnel of the four special education cooperatives: Mr. Culbranson, Regional Coordinator; Dr. Bowen, Mr. Handley, Mr. Johnson and Mr. Patterson, District Directors.

The purpose of the meeting was to: 1) inform the Regional Superintendents of the survey of handicapped children being conducted by the Office of Educational Services and Research, Western Illinois University, at the request of the four special education cooperatives, and 2) to request the assistance of the Regional Superintendents in distributing the questionnaires to the schools in the 11 counties.

We were very grateful for the cooperation assured us by the Regional Superintendents who attended the meeting.

As discussed at the meeting, the Regional Superintendents would write a letter, on their own letterhead, to each of their District Superintendents and enclose it with the questionnaires. The District Superintendents would then distribute the questionnaires to each of their principals. Enclosed is a suggested letter from you to each District Superintendent for your consideration. Please feel free to modify the suggested letter in any way you feel would improve the response. The timetable is also included in the enclosed letter.

As mentioned in the enclosed letter, we are asking each principal to mail the questionnaires directly to the Office of Educational Services and Research by March 24. If you have any questions, please feel free to call Natalie Sproull or Victor Wenzell (WIU) or any of the Special Education Directors.

We greatly appreciate your cooperation. We all feel that this information will be of great help to the four special education cooperatives in providing special education services to benefit more children who need these services. Thank you!

Cordially,

Natalie Sproull

Victor Wenzell

LETTER TO DISTRICT SUPERINTENDENTS

Dear (District Superintendent):

The four Special Education districts, Black Hawk Area, Henry-Stark County, Knox-Warren, and West Central Illinois Special Education Cooperative, have requested the assistance of the Office of Educational Services and Research, Western Illinois University, in conducting a survey of children with handicapping conditions who reside in the following 11 counties: Rock Island, Henry, Mercer, Henderson, Warren, Hancock, McDonough, Schuyler, Fulton, Knox, and Stark. This information will be of great help to the four Special Education districts in providing specialized education services to benefit more children who need these services.

They are specifically interested in identifying any individual: 1) from the age of six months to twenty-one years old, 2) who has a visual, hearing, physical or multiple handicap as defined, and 3) who you think would benefit now or in the future by receiving special educational services.

We would appreciate your cooperation by distributing ten (10) questionnaires to the principal of each school in your district. With each ten questionnaires a letter is enclosed asking the principal to give them to the person he feels would know of any child with one of the handicaps listed who is not now enrolled in a special education class. This person might be a school counselor, a school nurse, a social worker, a school psychiatrist or perhaps the principal himself. The questionnaires may be duplicated if more are needed.

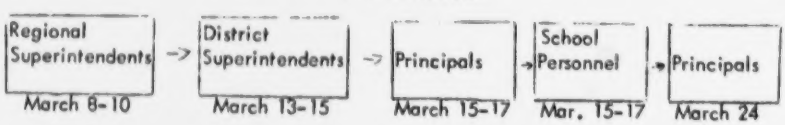
The completed questionnaires should be returned to the principal of each school on or before March 24. Please ask each principal to mail the completed questionnaires by March 24, 1972 to:

Natalie Sproull
Office of Educational Services and Research
College of Education, 402J Stipes Hall
Western Illinois University
Macomb, Illinois 61455

We greatly appreciate your cooperation.

(Regional Superintendent)

TIME SCHEDULE




MAIL TO: Office of Educational Services & Research

LETTER TO PRINCIPALS

Dear Principal:

The four Special Education districts, Black Hawk Area, Henry-Stark County, Knox-Warren, and West Central Illinois Special Education Cooperative, have requested the assistance of the Office of Educational Services and Research, Western Illinois University, in conducting a survey of children with handicapping conditions who reside in the following 11 counties: Rock Island, Henry, Mercer, Henderson, Warren, Hancock, McDonough, Schuyler, Fulton, Knox and Stark. This information will be of great help to the four Special Education districts in providing specialized education services to benefit more children who need these services.

They are specifically interested in identifying any individual: 1) from the age of six months to twenty-one years old, 2) who has a visual, hearing, physical or multiple handicap as defined, and 3) who you think would benefit now or in the future by receiving special educational services.

We would appreciate your cooperation by giving these ten questionnaires to the person you feel would know of any child with one of the handicapping conditions listed, who is not now enrolled in a special education class. This person might be a school counselor, a school nurse, a social worker or school psychologist. Please feel free to duplicate the questionnaire if you need more.

The completed questionnaires should be returned to you on or before March 24, 1972. We would appreciate your mailing them by March 24, 1972 to:

Natalie Sproull
Office of Educational Services & Research
College of Education, 402J Stipes Hall
Western Illinois University
Macomb, Illinois 61455

We greatly appreciate your help in this attempt to locate handicapped children who need or will need special education services.

Would you please indicate below the number of such children you have identified and enclose this form with the completed questionnaires. If there are no known children with these handicaps in your area, please enter a 0 in the box. Thank you.

Number of children with the listed handicaps from our area: [ ]

WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS

COLLEGE OF EDUCATION
OFFICE OF EDUCATIONAL
SERVICES AND RESEARCH

LETTER TO DAY CARE CENTERS AND PRIVATE SCHOOLS

The four Special Education districts, Black Hawk Area, Henry-Stark County, Knox-Warren, and West Central Illinois Special Education Cooperative, have requested the assistance of the Office of Educational Services and Research, Western Illinois University, in conducting a survey of children with handicapping conditions who reside in the following 11 counties: Rock Island, Henry, Mercer, Henderson, Warren, Hancock, McDonough, Schuyler, Fulton, Knox and Stark. This information will be of great help to the four Special Education districts in providing specialized education services to benefit more children who need those services.

We are specifically interested in identifying any individual: 1) from the age of six months to twenty-one years old, 2) who has a visual, hearing, physical or multiple handicap as defined, and 3) who you think would benefit now or in the future by receiving special educational services.

We would appreciate your cooperation by filling out the enclosed questionnaires for any child you know with one of the handicapping conditions listed who is not now enrolled in a special education class. If you should need more questionnaires, please either contact us or feel free to duplicate the questionnaire.

In order to include these children in the survey, please return the completed questionnaires by April 3, 1972 to:

Natalie Sproull
Office of Educational Services & Research
College of Education, 402J Stipes Hall
Western Illinois University
Macomb, Illinois 61455

We greatly appreciate your help in this attempt to locate handicapped children who need or will need special education services.

Would you please indicate below the number of such children you have identified and enclose this form with the completed questionnaires. If there are no known children with those handicaps in your area, please enter a 0 in the box. Thank you.

Number of children with the listed handicaps from our area: [ ]

Cordially,

Natalie Sproull

Victor Wenzell

WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS

COLLEGE OF EDUCATION
OFFICE OF EDUCATIONAL
SERVICES AND RESEARCH

LETTER TO SCHOOLS AND AGENCIES PROVIDING SPECIAL EDUCATION

The four Special Education districts, Black Hawk Area, Henry-Stark County, Knox-Warren and West Central Illinois Special Education Cooperative, with the assistance of the Office of Educational Services and Research, Western Illinois University, are conducting: 1) a survey of schools and agencies serving low incidence handicapped children, and 2) a survey of children with low incidence handicapping conditions who reside in the following 11 counties: Rock Island, Henry, Mercer, Henderson, Warren, Hancock, McDonough, Schuyler, Fulton, Knox and Stark. This information will be of great help to the four Special Education districts in providing specialized education services to benefit more children who need these services.

Enclosed is a questionnaire entitled "Survey of Schools and Agencies Serving Low Incidence Handicapped Children." We would appreciate your completing this questionnaire using estimated figures if accurate ones are not available. Definitions of low incidence handicapped children appear on the "Survey of Handicapped Children" (pink sheets).

Also enclosed are questionnaires to identify low incidence handicapped individuals: 1) from the eleven counties listed above, 2) from the age of six months to twenty-one years old, and 3) who need or will need special education services or who are currently receiving special education services in public or private facilities.

Please feel free to duplicate the questionnaires if more copies are needed.

Thank you. We greatly appreciate your help in this attempt to locate children who are receiving or should receive special education services.

Cordially,

Natalie Sproull

Victor Wenzell

WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS

COLLEGE OF EDUCATION
OFFICE OF EDUCATIONAL
SERVICES AND RESEARCH

LETTER TO OTHER SCHOOLS AND AGENCIES

The four Special Education districts, Black Hawk Area, Henry-Stark County, Knox-Warren, and West Central Illinois Special Education Cooperative, with the assistance of the Office of Educational Services and Research, Western Illinois University, are conducting a survey of children with low-incidence handicapping conditions who reside in the following 11 counties: Rock Island, Henry, Mercer, Henderson, Warren, Hancock, McDonough, Schuyler, Fulton, Knox and Stark. This information will be of great help to the four Special Education districts in providing specialized education services to benefit more children who need these services.

We are specifically interested in identifying any individual: 1) from the age of six months to twenty-one years old, 2) who has a visual, hearing, physical or multiple handicap as defined on the questionnaire, and 3) who you think would benefit now or in the future by receiving special educational services. This does not include mentally retarded individuals unless they are multiply handicapped.

We have already contacted the more than 300 schools in the 11 counties, Day Care centers and selected agencies for help in identifying individuals who reside in the 11 counties: 1) who need or will need special education services, or 2) who are currently receiving special education services in public or private facilities.

We would welcome any suggestions (or names of any such individuals) you might have in order to identify almost all individuals who need or are receiving special education services. Our data collection deadline is April 17.

Enclosed are copies of the questionnaire which indicates the information we are collecting for each individual. Please feel free to duplicate the questionnaire if it is of any use to you.

Thank you. We greatly appreciate your help in this attempt to serve more children who need special education services.

Cordially,

Natalie Sproull

Victor Wenzell